

Go For the Gold! The Olympics from Athens to Zimbabwe

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Curriculum Area	Language Arts
Subject Area	Genre Studies, Reading Comprehension, and Writing
Grade Level	3 rd grade
Learning Objectives	<ul style="list-style-type: none"> • The student will be able to use strategies to read and comprehend historical fiction and Web-based nonfiction. • The student will complete a WebQuest comparing and contrasting the Olympics in ancient Greece and in modern times. • The student will be able to write and edit an essay that compares and contrasts the Olympics in ancient Greece and in modern times.
Correlation to the SOL	English 3.1, 3.2, 3.4, 3.5, 3.7, 3.8 History and Social Science 3.1 C/T 5.3, 5.4
Video/Technology Hardware/Software Needed	For each group of students: Computer with Internet Connection and Printer Word Processing software (such as <i>ClarisWorks</i> or <i>Microsoft Word</i>)
Materials Required	For class: Several examples of books from various genres, such as historical fiction, fantasy, and non-fiction (see examples listed in step 1 below). Classroom set of <i>Hour of the Olympics</i> by Mary Pope Osborne For each student (or group of 3-4 students): Printout of Fun with Reading Activity handouts (see attached: Chapters 1 & 2 , Chapters 3 & 4 , Chapters 5 & 6 , Chapters 7 & 8 , Chapters 9 & 10) Crossword Puzzle (also see Teacher's Key) Venn Diagram A copy of the Olympics WebQuest either printed or on disk Final Project Handout

	<p>Other: Craft items that can be used to create the final project, a shadow box (For building the shoebox exhibits, each student will need a shoebox, scissors, glue, and markers. It is also helpful to have such materials as modeling clay, crayons, construction paper, poster board, glitter, yarn, fabric scraps, popsicle sticks, pipe cleaners, clean and empty milk cartons from the cafeteria, aluminum foil, and paints for the students to use in constructing their models.)</p> <p>Web Sites: <i>Magic Tree House</i> http://www.randomhouse.com/kids/magictreehouse/ <i>Magic Tree House Teacher's Site</i> http://www.randomhouse.com/kids/magictreehouse/teachers/ancientworlds.html</p>
<p>Procedures/Activities</p>	<ol style="list-style-type: none"> 1. Divide your students into groups of three or four. Give each team a group of books that includes historical fiction (i.e. <i>Sarah, Plain and Tall</i>; <i>The Boston Coffee Party</i>; <i>George the Drummer Boy</i>; <i>Sam the Minuteman</i>; any of the <i>Magic Tree House</i> series), fantasy fiction (i.e. <i>Babe the Gallant Pig</i>; <i>Harry Potter and the Sorcerer's Stone</i>; <i>The BFG</i>; <i>A Wrinkle in Time</i>), and nonfiction (i.e. <i>Growing Up in Ancient Greece</i>, <i>Time Life's Ancient Greece</i>, <i>Viking Times</i>, any <i>biographies</i>). Ask them to try to group the books and to explain their reason for putting them in the groupings they select. 2. Introduce the term "historical fiction." As a class, discuss what it means. Ask the reading teams to look again at their book groups to see if they can identify the books that would be historical fiction. 3. Introduce your students to the <i>Magic Tree House</i> series. Explain that they are going to go back in time with Jack and Annie to learn about the Olympics in Ancient Greece. Ask them to look for facts and bits of history as they are reading together. Read the prologue as a class, then ask the small groups to begin reading Chapters 1 and 2 together. Note: If time is limited, perhaps you can have the groups read one chapter together and assign the second chapter each night for homework. 4. After every two chapters, there is a Fun with Reading activity for the students to complete. The activities include questions about character development, reading for nonfiction information, and plot development. 5. When the students have completed reading the last chapter, <i>More Facts For You and Jack</i>, they should complete the Crossword Puzzle to test their reading comprehension. Note: You might also consider allowing them to explore the <i>Magic Tree House</i> Web Site. At that site, the students can write questions for Mary Pope Osborne to answer, read questions and answers posed by other children, and participate in contests and surveys related to future books. There is also a wonderful teacher's page that will allow you to pull down additional lesson ideas. If you click on <i>Vacation Under the Volcano</i>, you will find a matching game about the Greek and Roman gods and goddesses. If you click on <i>Hour of the Olympics</i>, you will find a connect-the-dots puzzle relating to constellations. 6. When the students have completed reading <i>Hour of the Olympics</i>, they are ready to begin their Olympics WebQuest. Tell the students that they are going to be explorers. Their mission is to travel back in time to ancient Greece to learn about the Olympics. When they have completed their trip into the past, they will be exploring the present to learn about the modern Olympic games. Note: The modern portion of the WebQuest is geared to the Sydney 2000 games, but can be easily adapted to the most current Olympics, as the Web site used is that of the International Olympics Committee. 7. You can have your students complete the WebQuest in several different ways. If you only have one or two computers in your classroom, assign student teams computer time throughout the week until the project is completed. If

	<p>you have access to several computers or a computer lab with Internet access, you can have them work in pairs during a one-hour block to complete this activity. It helps to pair your stronger readers with your weaker readers so that everybody can complete the project confidently. Make sure to discuss the answers and any interesting information they learned as a class.</p> <p>8. When your students have completed the WebQuest, give them a copy of the Venn Diagram. Either in pairs or as a class, have the students compare and contrast the Olympics in ancient Greece and modern times. Things that are the same about the two events go in the center of the circles and information that is unique to each event goes in the part of the circle with the appropriate label. Discuss the facts as you put them into the Venn Diagram and correct any misunderstandings.</p> <p>9. Either for homework or as part of Writers' Workshop, have your students write two or three paragraphs comparing and contrasting the Olympics in ancient Greece and in modern times. Help them revise and edit their work through the writing process until they have a publishable piece of work.</p> <p>10. When they have completed the writing assignment, ask each student to select one aspect of the Olympics, past or present, to explore further for a class museum. Give them the Final Project handout. Each student will further research his/her topic and write a paragraph to present to the class. The paragraph should contain at least three interesting facts about the topic. The student will then design a shoebox model to accompany his/her paragraph. Note: Have the students plan their design on paper first before beginning work with the arts and crafts materials.</p>
Content Assessment	Students will be assessed based on the completed Fun with Reading activities, their participation in class discussions, the completed Olympics WebQuest, the written essay that compares and contrasts the Olympics in ancient Greece and in modern times, and the final shoebox project and paragraph.
Technology Integration Assessment	The teacher will assess technology integration through observation during the activity and through evaluation of the WebQuest activities and written essays.
Extensions	<p>Physical Education: The teacher and students could work with the physical education instructor and other third grade classes to plan their own Olympic games. The third grade Olympics could include an opening ceremony, activities (i.e. relay races, individual races, frisbee throws, shotput throws, etc.), and awards ceremonies.</p> <p>Current Events: The class could track the Olympics on-line and establish e-mail pen pals with students living in the city currently hosting the Olympics.</p> <p>Language Arts: The class could submit on-line questions and story ideas to Mary Pope Osborne via the Magic Tree House Web page.</p>

Activity for Chapters 1 and 2

Name:

Jog your memory to see if you can answer these questions about what you read. Look back at the text if you need help.

What mission did Morgan le Fay give Jack and Annie?

What facts did Jack learn about the Olympics?

What did Annie think wasn't fair about life in ancient Greece?
Why did she think that it wasn't fair?

What do you think will happen next? What clues in the story make you think so?

Happy Reading!

Activity for Chapters 3 and 4

Name:

In the box below list some things that girls could do in Ancient Greece and some things that boys were allowed to do in Ancient Greece. Use your book for clues. HINT: Think about things that girls could NOT do to get some ideas for things boys COULD do.

GIRLS	BOYS

Who is the secret poet? Write a short paragraph that tells why the poet's name must be kept secret. You can draw a picture to go with your paragraph if you would like.

Activity for Chapters 5-6

Use your reading in chapters 5 and 6 to answer these Olympic-sized questions.

Where did the Olympic athletes train? Can you think of something we use today that has the same name? Do we use it for the same reason? Why do you think so?

Which event did the ancient Greeks think was the biggest honor to win? What did the winners of the Olympics win in ancient Greece? What do winners of our Olympic games receive?

Who is the Greek goddess of victory? Where have you heard her name before?

In whose honor were the Olympic games played in ancient Greece?

What was the oldest sport in the Greek Olympics?

Activity for Chapters 7 and 8

Name:

Pick any character from *Hour of the Olympics*. Pretend you must introduce that character to the class. Write a paragraph telling us what that person is like. You may draw a picture to go with your paragraph.

Activity for Chapters 9-10

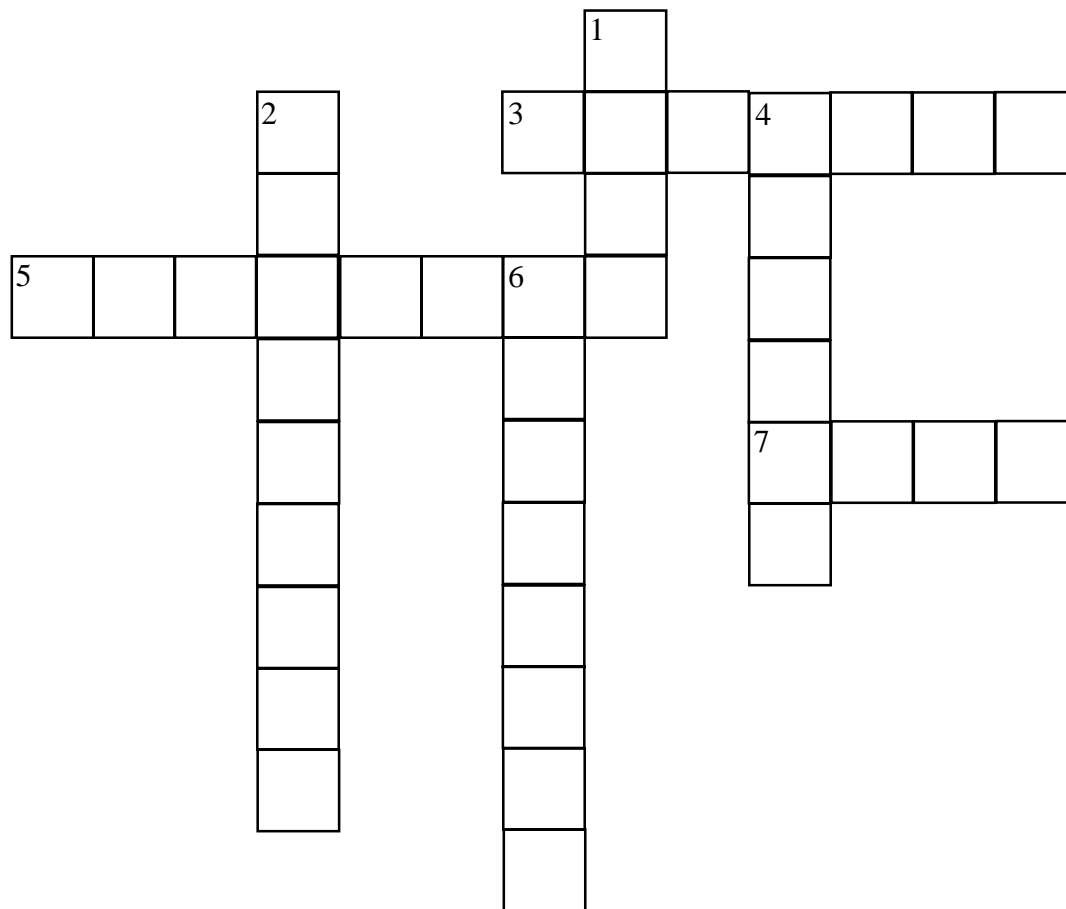
Name:

Congratulations! You have nearly completed your reading mission for this assignment. Pick one of the tasks suggested below, complete it, and share it with your class.

1. Write and illustrate a book report about *Hour of the Olympics*. Share reasons you think other students should or should not read this book.
2. Pick one of the characters from the story. Make a puppet of that character and write a description of who that person is and what he/she did in *Hour of the Olympics*.
3. What else would you like to know about ancient Greece? Write a letter to Mary Pope Osborne, telling her what you thought of *Hour of the Olympics* and asking her some of your questions.
4. Make up your own song or rap about *Hour of the Olympics* and share it with the class.

Thank you for your hard work!

Name five other sports played by the ancient Greeks in the Olympics. Which of those sports do you think we still play in our Olympic games?

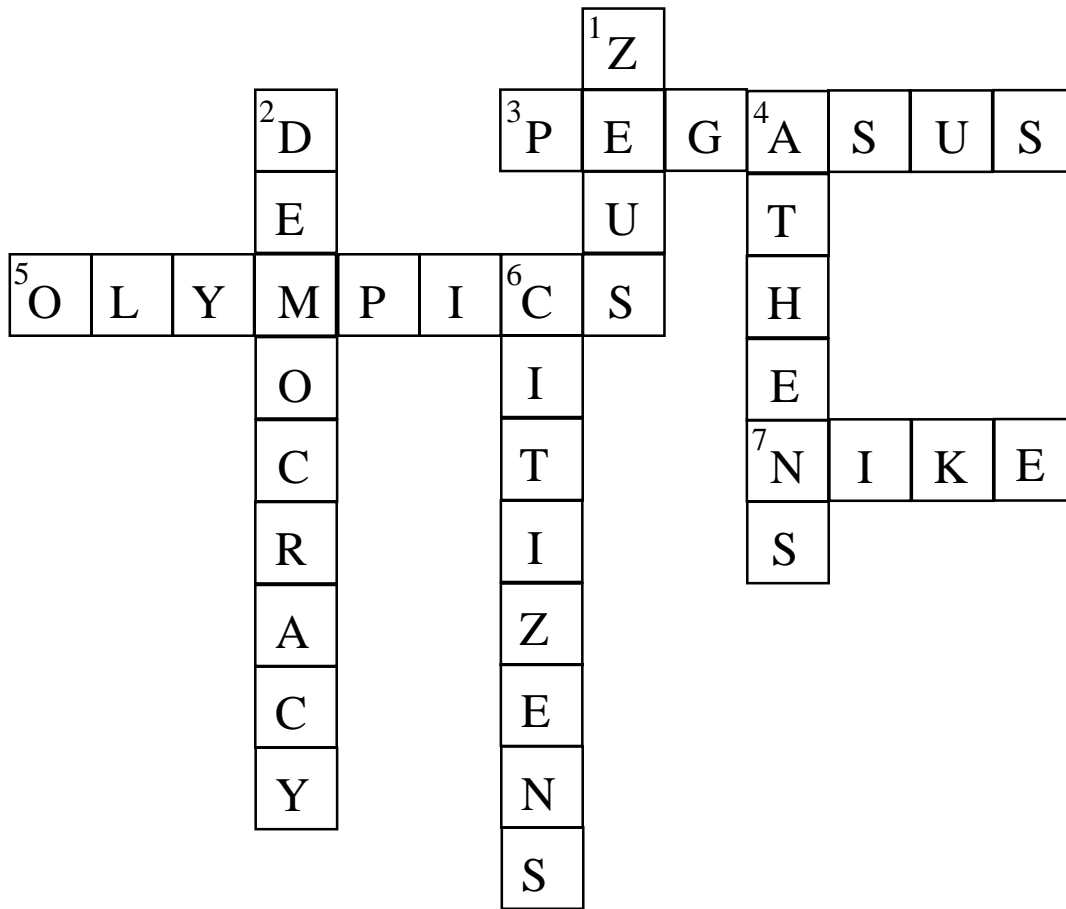


Across

3. In Greek mythology, it was a great winged horse.
5. These games were held in ancient Greece for more than a thousand years, from 776 BC to AD 394.
7. She was the goddess of victory.

Down

1. Greek athletes believed that working and training hard honored this Greek god.
2. The system of government used by the Greeks that let all citizens have a say in how things were done.
4. The first modern Olympics were held in this city in 1896.
6. These people were allowed to vote, but women and slaves were not considered to be these types of people.

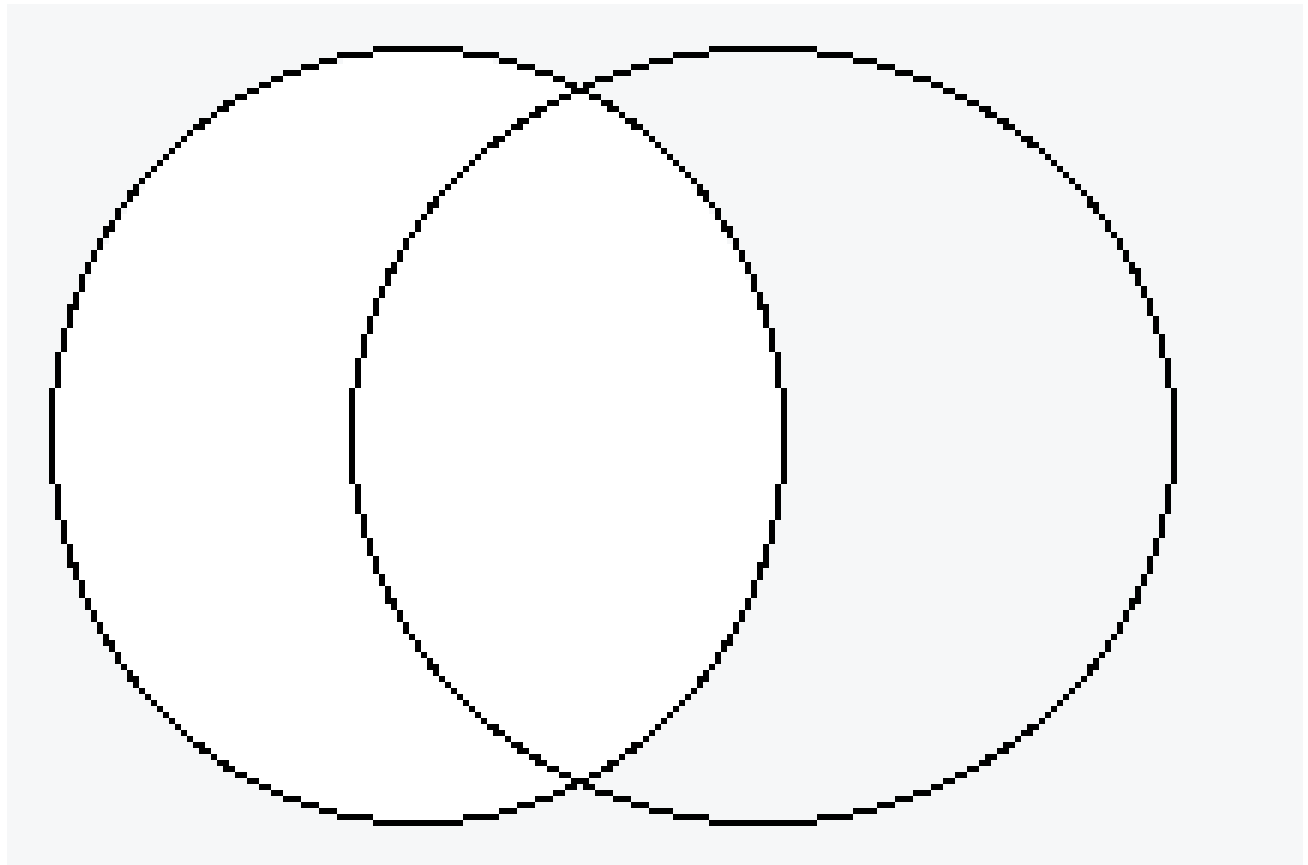


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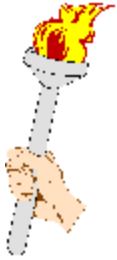
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Olympics in Ancient Greece The Olympics Today

Directions: Use the Venn Diagram to jot down facts you have learned about the Olympics in Ancient Greece and today. When you have completed your Venn Diagram, write a paragraph comparing and contrasting the Olympics.

THE OLYMPICS -- THEN AND NOW



THE OLYMPICS IN ANCIENT GREECE

Go to The Voyage Back in Time: Ancient Greece and Rome Website

<http://www.richmond.edu/~ed344/webunits/greecerome/civ.html>

Scroll down from the pictures of the ruins to the Table of Contents. Look at the Table of Contents. Under Greece, click on *Sports*. Read the information to answer the following questions:

- How often were the Olympic games held in Ancient Greece?
- Who competed in the Olympic games?
- What happened if you were caught cheating in the Olympic Games?

- What sports were played in the ancient Olympics that are still found in our Olympic Games?
- What events were part of the pentathlon?
- What event is no longer part of the Olympic games? Why do we no longer hold that event?
- What did the winners in the Greek Olympics receive?



THE OLYMPICS IN OUR TIMES

Go to the official web site of the International Olympics Committee

<http://www.olympic.org>

Click on the words *Sydney 2000*. Click on *Sports*. Under *Sports*, click on "*select a sport*." A box showing all of the summer sports should appear on your screen.

Use the information to answer this question:

- Name at least five other sports that are now played in the Olympics.
- What sports are the same as the ones played in Ancient Greece?

Click on the word "*athletes*" to answer the following questions.

- How many athletes are expected to be at the Olympics?
- Select the athlete of your choice. Read about that person and then write down the person's name and two interesting facts about him/her.

Click on the word "*countries*" to answer the following questions.

- **How many countries are participating in the Olympic games?**
- **Look up the United States and look up Greece. How many athletes will each country bring to the Olympic games?**

You have completed part one of your WebQuest. You are now ready to move on to your Olympic project.

Final Project

Congratulations! You went for the gold and you have successfully completed your writing assignment. Now, use what you have learned to pick one aspect of the past or present Olympic games (i.e. athletes, countries, events, prizes, rules, etc.) to make a shadow box exhibit for a class museum.

Make sure your shadow box includes:

- A clear picture/model of your topic
- A paragraph explaining the project that includes at least three interesting facts you learned about the topic.